



**International
School^{of} Panama**

HIGH SCHOOL COURSE CATALOG AND PLANNING GUIDE 2015-2016

International School of Panama

**Committed to educating and inspiring each child to become a thoughtful,
independent, and well-rounded individual.**

Introduction

This Course Catalog and Planning Guide is designed to assist our students and parents in choosing the high school program and courses that match the student's interests, abilities, needs, and educational goals. Full course descriptions are provided for all courses to be offered in the 2015 – 2016 school year. Students should consider carefully a variety of factors in choosing a program and courses: Will they pursue the Panamanian Diploma and/or the International Baccalaureate (IB) Diploma along with the ISP Diploma? What will they study at university? In what country are they likely to attend university?

ISP Diploma and Graduation Requirements

All students at ISP follow the ISP Diploma track and follow the graduation requirements listed below. The following are the minimum credits required in each subject area. It is expected that most students will exceed the requirements in some or all of these areas. One-half credit is awarded for each semester of a course provided the student earns a final grade of 60 or above.

Subject Area	Credits Required for Graduation
English	4
Spanish	4
Mathematics	3 (4 recommended)
Science	3 (4 recommended)
Social Science	3 (4 recommended)
Fine Arts	1 (2 or more recommended)
Physical Education	1.5
Electives	4.5
Total	24

The International School of Panama uses a 4.0 scale when reporting grades on transcripts and report cards. Grades of A+ receive an additional .4 GPE. Students who earn grades of C- or above in International Baccalaureate courses will earn an additional 1.0 Grade Point Equivalent for each IB course. Students who enroll in an IB course but do not complete all IB requirements do not receive the benefit of grade weighting and their courses will not have the IB designations reflected on their transcripts.

The Panamanian Diploma

Students interested in attending universities in Panama, or some other Latin American countries, may choose to pursue the Panamanian Diploma along with the ISP Diploma. Specific course requirements apply and must be completed as part of the regular high school program. *Other requirements must also be met.* Course requirements for the Panamanian Diploma include the following:

Early Panamanian History	Modern Panamanian History
Panamanian Geography	Panamanian Civics
Physics	Chemistry
Biology	4 years of Mathematics
Philosophy (ToK)	4 years of Spanish

Any questions regarding the Panamanian Diploma should be addressed to: Alida Garcia de Paredes agdp@isp.edu.pa

International Baccalaureate (IB) Program

Beginning in grade 11, students have the option of pursuing the International Baccalaureate (IB) Diploma along with the ISP Diploma. The IB Diploma Program is a rigorous pre-university course of studies that meets the needs of highly motivated secondary school students. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of many. It is a deliberate compromise between the specialization required in some

national systems and the breadth preferred in others. Students may register for individual IB courses or for the full IB diploma. Any questions regarding the IB Program should be addressed to:

Lori J. Lauscher (LoLa) LLauscher@isp.edu.pa

IB Diploma Subject Requirements

Diploma candidates are required to select one subject from each of the six subject groups (or one each from groups 1 - 5 and a 2nd course from either of groups 3 or 4). Usually three subjects are taken at Higher Level (HL) and three others at Standard Level (SL). Higher Level courses cover 240 teaching hours and Standard Level courses cover 150 teaching hours. Hence, over a two-year period, some subjects are studied in depth and some more broadly. The six groups are listed below.

Group 1 – Studies in Language & Literature	Group 4 – Sciences
Group 2 – Language Acquisition	Group 5 – Mathematics
Group 3 – Individuals and Societies	Group 6 – The Arts

Additional IB Diploma Requirements

In addition to the six IB courses, IB Diploma candidates must successfully complete the following:

Theory of Knowledge (ToK)

Students must complete an interdisciplinary course called Theory of Knowledge (TOK). This course is designed to stimulate critical reflection upon the knowledge and experiences gained inside and outside the classroom. TOK challenges students to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, TOK seeks to develop a coherent approach to learning, which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives while keeping the individual learner at its center.

Extended Essay (EE)

Students must undertake original research and write an extended essay of 4,000 words. This offers the opportunity to investigate a topic of special interest from within one of the student's six examination subjects. It also acquaints students with the kind of independent research and writing skills expected at university. Each student works under the guidance of an appropriate subject teacher and will spend approximately 40 hours of private research study and writing time to complete the essay.

Creativity, Action, and Service (CAS)

Participation in the Creativity, Action, and Service (CAS) is intended to develop a student's creative, artistic and physical well-being. The CAS requirement seriously considers the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school program. It also considers the goals of educating the whole person and fostering more compassionate citizenship. Through participation in CAS activities, students are encouraged to develop, explore, and share their energies and special talents, while developing awareness, concern and the ability to work cooperatively with others. Involvement in CAS must span a minimum of 18 months of the IB diploma program. Any questions regarding CAS should be addressed to: Carmen Bernal. CBernal@isp.edu.pa

"Best Fit" Philosophy Statement

At the International School of Panama we counsel and strongly encourage families to select an academic program that is guided by the "Best Fit" philosophy. It is not expected, nor recommended, that all 11th and 12th grade students pursue the IB Diploma. Student should choose the program of study that emphasizes the following:

- Develops the student's strengths, interests, and passions
- Matches the student's learning style
- Challenges the student to grow and develop into a vibrant member of our learning community
- Prepares the student to pursue their preferred course of study in the country of their choosing

Learning what you like and what you're good at will better prepare you for college than agonizing over what will "look good" to admission officers. — Cornell University

We expect that you have taken a rigorous curriculum and chosen from among the most demanding courses available to you. It isn't necessary to have loaded your schedule with every advanced course offered at your school. But if such courses are available to you, we expect that you have taken advantage of many of them. — Stanford University

High School Counseling

Our counselors provide assistance to students in selecting courses, applying to colleges and universities, exploring careers, and dealing with personal adjustment. Information is also made available to students and their parents through the Advisory Program, Parent Coffee meetings, announcements on CANVAS, and the Dolphin Dispatch. Students are assigned to their counselor according to the first initial of the last name.

- Nina Kuziel - Last names beginning with A - K: akuziel@isp.edu.pa
- Sam Scoggin - Last names beginning with L - Z: wscoggin@isp.edu.pa

High School Advisory Program

All students and teachers participate in Advisory. These small groups comprise students from grades nine through twelve who meet weekly with their Advisor. The students and teacher come to know each other well, providing tremendous support for all students as they work their way through the year. We hope every student will take full advantage of the peer and adult support provided through our Advisory Program. The Advisory Program is a vehicle for Service Learning (CAS) and preparing students for life beyond ISP.

Course Selections

All students must be enrolled in 8 classes each semester including one or more classes in each of the core academic areas -- English, Spanish, Mathematics, Science, and Social Science -- plus other required or elective courses. One of the 8 classes may be a Study Hall. Students should consult with their counselor, teachers, parents, and the IB coordinator in order to choose the most appropriate courses.

Course Description Key

Course Title and Number:	Theory of Knowledge (ToK) – 2250 (Y1 = Year 1), 2251 (Y2 = Year 2)
Available in Grades:	Grade Level: 11-12 (This course is available only to grades 11 and 12.)
Any prerequisites:	Prerequisites: Any courses or other requirements required to enter this class.
Duration and credits earned:	Two-semester course, 1 credit.

INTERNATIONAL BACCALAUREATE

Research Seminar – 2040

Grade Level: 11

Prerequisite: None

Semester-long course, ½ credit.

All candidates for the IB Diploma Programme are required to produce an Extended Essay, a long-form independent work of scholarly inquiry into an IB subject area of interest. The focus of this research course is developing the research and writing skills necessary in order to succeed in the Extended Essay, university studies, and beyond. These skills include defining research topics, searching and retrieving relevant electronic and print sources, evaluating information sources for quality, MLA (Modern Language Association) citation and format style, the ethical use of information, and the paramount importance of academic honesty. Successful completion of this course prepares the student for the writing of the extended essay. *This course is required for IB Diploma candidates and is recommended for all university-bound 11th grade students.*

Theory of Knowledge (ToK) – 2250 (Y1), 2251 (Y2)

Grade Level: 11-12

Prerequisite: none

Two semester course, 1 credit.

Required for students seeking the Panamanian Diploma and for all IB Diploma candidates and recommended for all ISP high school students. TOK is taken for a total of two semesters: the second semester of 11th grade, and the first semester of 12th grade. The Theory of Knowledge course aims to develop students' critical thinking abilities. The course asks students to examine the nature of knowledge itself, including how it is constructed, shared and evaluated in various disciplines. In doing so, students are encouraged to critically evaluate their own perspectives as knowers. TOK explores topics in language, logic, mathematics, the natural and human sciences, the arts and history. All students are required to submit an essay and complete an internally assessed presentation. For IB Diploma and Certificate candidates, the essay (maximum 1600 words) will be externally assessed. There is no IB examination for TOK.

Extended Essay – (No course #)

Grade Level: 2nd Semester IB Year 1, 1st Semester IB Year 2

Prerequisites: Must be IB Diploma candidate

Year-long course, no credit.

The Extended essay is a student-led work of independent research/investigation on a topic chosen by the student and supported by a supervisor in the school. It is presented as a work of formal scholarship, and the result of approximately 40 hours of work by the student. Successful completion of the Extended Essay is a core requisite for all IB Diploma candidates.

GENERAL ELECTIVES

Study Hall – 2798 (Semester 1), 2799 (Semester 2)

Grade Level: 9-12

Prerequisite: None

Semester-long course, 0 credits.

Study Hall is a non-credit elective that allows students one class period during which they may work on assignments, homework, projects, and study for upcoming assessments. This course will provide students with a structured, scheduled study/working environment during which they will develop the ability to use time wisely and strengthen their organizational skills. In addition, students will have access to teachers who do not have a class during that block.

ENGLISH COURSES

English 9 – 2000

Grade Level: 9

Prerequisite: Successful completion of 8th Grade English or equivalent

Year-long course, 1 credit

Throughout the English 9 course students will develop the four aspects of language: Reading, Writing, Speaking and Listening as they interpret and respond to a variety of texts/genres. Students will study themes, character motivations, narrative voices, and conflicts. Students will learn effectively organize ideas and write using evidence from the text according to audience and purpose. Students will work to recognize, appreciate and interpret the effect of an author's techniques on the reading experience and make critical and relevant connections between human experience and literature.

English 10 – 2001

Grade Level: 10

Prerequisite: Successful completion of English 9 or equivalent

Year-long course, 1 credit

English 10 offers a multi-genre literature study accompanied with writing instruction in preparation for IB courses in the junior and senior year. Students study and write literary criticism related to poetry, short stories, nonfiction, drama and novels. Students also participate in poetry writing, research writing and multimedia projects. The course is designed to create critical readers, writers and thinkers in alignment with the English department curriculum.

Honors English 10 – 2002

Grade Level: 10

Prerequisite: Successful completion of English 9 or equivalent

Year-long course, 1 credit.

Honors English 10 seeks to expose students to literature from a variety of times and places, cultures and peoples in order to enrich their appreciation of different experiences and perspectives. The literature we read will not only come from various places and cultures, but it will also cover the various genres of short story, poetry, drama, novel and non-fiction. Students will respond to these texts in a number of ways including standard literary analysis, discussion, formal presentation, close textual analysis, quizzes, tests and personal response. Assessment should demonstrate a close and insightful understanding of the texts as well as a thoughtful, coherent and critical argument. This is an advanced level course aimed at preparing students for IB literary studies; it is for students who want an extra challenge.

IB Language A: English Language and Literature SL – 2020 (Y1), 2022 (Y2)

IB Language A: English Language and Literature HL – 2021 (Y1), 2023 (Y2)

Grade Level: 11 and 12

Prerequisites: None

Two-year course, 2 credits.

Language and Literature seeks to expose students to a wide variety of texts, which span a variety of genres, times, places, and cultures. Literary study includes novels, poetry, social commentary, journalism, and much, much more. The course not only examines how cultures have shaped language but also how language shapes culture. This will aid students in better understanding ourselves and the cultures in which they live. Students will respond to texts in a variety of ways, such as through oral commentary, class discussion, research, debate, literary analysis, and creative response. Students are expected to assess the texts using thoughtful, critical, and personal responses that provide insightful understanding.

IB Language A: English Literature SL – 2030 (Y1), 2032 (Y2)**IB Language A: English Literature HL – 2031 (Y1), 2033 (Y2)****Grade Level: 11 and 12****Prerequisites: None****Two-year course, 2 credits.**

The IB Diploma Program Language A (English): Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In Language A: Literature, the formal analysis of texts is combined with a study of the way literary conventions shape the reader's response to the text. Students completing this course will have a thorough knowledge of a range of literary genres – including poetry, novel, creative non-fiction, short story and drama – and an understanding of their historical and cultural backgrounds. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing and in oral commentary. This course will enable them to succeed in a wide range of university courses, particularly in courses requiring close textual analysis such as law, philosophy, language and liberal arts. Students choosing to take this course at the higher level will also focus on an additional novel, an additional play, and various excerpts from a poet's body of work. Please note that Extra Instructional Time is necessary for HL students.

IB Language B: English B SL – 2010**IB Language B: English B HL – 2011****Grade Level: 11-12****Prerequisite: Successful completion of English 9 *and* recommendation from ESL support teacher; must be a current and ongoing ESL student****Two-year course, 2 credits.**

IB English Language B is designed as an alternative to IB Language & Literature or IB Literature courses. This course is designed for students with intermediate to advanced English skills who would benefit from continued attention to grammar and authentic writing styles. In this course, all students participate in interactive and individual oral presentations and write blogs, brochures, letters, speeches, journal entries and other forms of writing as well as written responses to global topics. HL includes the reading of two literary works and writing in response to literature. IB English Language B students also have the option of selecting IB English Language B as their Extended Essay subject area.

Journalism I & II – 2710**Grade Level: 9-12****Prerequisite: None****Semester-long course, ½ credit**

Journalism I offers an opportunity for students to explore a variety of topics related to journalism while also introducing journalistic-style writing, video editing and blogging. Students discover how journalism has changed as a career field and Skype chat with a professional in the field. In addition, students learn about journalism ethics, citizen journalism, and global topics of journalistic interest. Students may also participate in interview processes. This is an introductory course designed for students to follow their own curiosity and practice writing a variety of article types. Journalism II offers more independent study options such as building a citizen journalism blog site or researching a particular area of interest related to Journalism Studies.

Creative Writing I & II – 2711**Grade Level: 9-12****Prerequisite: None****Semester-long course, ½ credit**

Creative Writing I offers an opportunity for students to write in a variety of different genres including poetry, screenwriting, short stories, personal narratives, advertising and more. Students learn what it means to be a part of a writing community, how to give and receive feedback on creative works, how to brainstorm and express ideas, how to find inspiration in the world around them, and how to format their works for the appropriate authentic purpose. In addition to participating in classroom activities, Creative Writing II allows students to fine-tune and polish previous works toward the goal of publishing, set their own writing goals and pursue independent study options.

MODERN LANGUAGE COURSES

Spanish as an Additional Language (SAL 1, 2, 3, 4) – 2100, 2101, 2102, 2103

Grade Level: 9-12

Prerequisite: None

Semester-long course, ½ credit.

Spanish as an Additional Language is committed to a curriculum through which students develop the four major skills necessary for communication: listening, speaking, reading and writing. Each level is a progression aimed at building upon the skills that have been taught in previous years or along the course for those zero learners or beginners. We believe that the purpose of learning Spanish is to communicate with the people who speak it and to understand their culture. With this in mind, we integrate appropriate and historical material in each level. This course will build communicative proficiency and cultural understanding as well as guide and prepare our students to communicate using the four main skills of the language: listening, reading, speaking and writing according to their language acquisition and proficiency level. Students will also be prepared to move on to regular Spanish courses.

Spanish 9 – 2110

Grade Level: 9

Prerequisite: Language skills necessary for oral expression, reading, writing, and reading comprehension.

One-year course, 1 credit.

The course Regular Spanish is a theoretical and practical course. It involves instruction of Spanish language covering the areas of oral expression and communication, reading comprehension, language structure, writing and literature in order to achieve the correct and effective use of Spanish language in contexts of everyday use. Ninth-grade Regular Spanish class develops through individual and group workshops, discussion in class, reading circles for literary analysis and comments, group dynamics, presentations, investigations, drama, literary texts creations, projects and other activities.

Spanish 10 – 2111

Grade Level: 10

Prerequisite: Successful completion of Spanish 9 or equivalent

One-year course, 1 credit.

A course in Spanish language and literature that aims to develop students' skills (listening, speaking and writing, etc.), knowledge and use of the Spanish language in its grammatical and communication aspects, and focused in the interest of literature, from a cultural perspective, through historical and practical components, with emphasis on literary analysis, as required for IB courses.

IB Language A: Spanish Literature SL – 2150 (Y1), 2152 (Y2)

IB Language A: Spanish Literature HL – 2151 (Y1), 2153 (Y2)

Grade Level: 11-12

Prerequisite: None

Two-year course, 2 credits.

A pre-university course lasting 2 consecutive years (grade 11 and 12), focused on the detail and depth study of literature as social and cultural expression of a particular society, through its various historical stages, works, authors, styles, contexts and contributions, focused on developing writing skills, reading comprehension and literary analysis, to comply with mandatory IB program tasks that are expressed in essays and written reflections, comments and oral presentations, and written final tests, literary comments, and analysis of comparative literature. It is structured in 4 parts, with specifications set by a rigorous and ongoing IB curriculum. Level difference HL/SL: Number of books to read, and sometimes IB mandatory activities. HL: Reading and studying 13 books. Oral Activity: Individual Oral Commentary (10 minutes) Discussion (10 minutes), 20 minutes total. Final tests (paper 1 and 2) with duration of 2 hours each paper. SL: Reading and studying 10 books. Oral activity: Only Individual Oral Commentary (10 minutes), without discussion. Final tests (paper and 2) with duration of 1 ½ hour each part.

IB Language A: Spanish Language and Literature SL – 2140 (Y1), 2142 (Y2)**IB Language A: Spanish Language and Literature HL – 2141(Y1), 2143 (Y2)****Grade Level: 11-12****Prerequisite: None****Two-year course, 2 credits.**

Spanish B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the Spanish language. While studying the language, students also explore the culture(s) connected with it. Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study or literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. The range of purposes and situations for using language in the Spanish B courses extends well beyond those for Spanish ab initio. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, at both HL and SL, teachers select two more themes from five options provided. Finally, two works of literature are studied at HL only.

IB Language B: Spanish B SL – 2130 (Y1), 2132 (Y2)**IB Language B: Spanish B HL – 2131 (Y1), 2133 (Y2)****Grade Level: 11-12****Prerequisite: None****Two-year course, 2 credits.**

Language B is a language acquisition course developed at two levels—standard level (SL) and higher level (HL)—for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding. The language B syllabus approaches the learning of language through meaning. Through the study of the core themes and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills (writing, speaking and listening). SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

IB LANGUAGE B: Spanish ab initio SL – 2120 (Y1), 2121 (Y2)**Grade Level: 11-12****Prerequisite: None****Two-year course, 2 credits.**

Language AB Initio is offered for students with little or no background knowledge of the target language (in this school Spanish). Intercultural understanding is a major cohesive element of the syllabus in language ab initio. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s).

The language ab initio course achieves this reflection on cultural values and behaviors in different ways. The course is divided into three broad themes, all of which are well suited to fostering an international perspective. Three areas of study—language, texts and themes—provide the basis of the two-year language ab initio course. These three fundamental areas are interconnected and should be studied concurrently. Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance.

LANGUAGE - SELF TAUGHT**IB Language A****Grade Level: 11-12****Prerequisite: Native fluency in language to be studied****Two-year course, 2 credits.**

Recommendation: Students choosing a Self-Taught Language should be enrolled in either English or Spanish Literature. The Self Taught Language option is offered in the event that the student's target language is not offered at school and where no teacher of the language is available. *(In addition to English and Spanish as required for an ISP diploma.)* The self-taught course offers students the opportunity to read and to analyze literature critically in different genres from various cultures and periods in *the target language*. As the course is independent, candidates must have both

critical thinking skills and a diligent work ethic. Students who take this course must be ready to deal with challenging works of literature that they must interpret critically. In addition, students will develop their formal writing and speaking skills.

Basic French – 2714

Grade Level: 9-12

Prerequisite: None

Year-long course, 1 credit.

This course is aimed at providing the learner with linguistic resources for speaking, reading, listening and writing in French language at a basic level. The learners will deal with real tasks to promote their competence in the use of the language. The content of this program is in line with the CEFR (Common European Frame of Reference for Languages). This course also introduces the fundamental elements of the French language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French as well as demonstrate cultural awareness. This course include Language Lab held on a weekly basis.

Intermediate French – 2715

Grade Level: 9-12

Prerequisite: Basic French or placement test

Year-long course, 1 credit.

This course, a continuation of Basic French, and it focuses on the fundamental elements of the French language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. The learners will take an exit interview at the conclusion of this course.

Advanced French – 2716

Grade Level: 9-12

Prerequisite: Intermediate French or placement test

Year-long course, 1 credit.

This course provides a review and expansion of the essential skills of the French language. Emphasis is on the study of authentic and representative in context conversational situations. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course is also tailored to provide the learners with engaging dialogues as a starting point to help them increase fluency.

K12 Language Courses (Elective - Online) – 2713

Grades 9-12

Prerequisite: None

Semester-long course, ½ credit.

K12 language courses are online courses in German, Mandarin, and advanced French taught through the K12 Online High School. Students may choose to take a K12 language course *in addition* to their required English and Spanish courses. One of the student's 8 class periods may be designated for working on the K12 course during the school day in the school computer lab. K12 courses follow a schedule provided by K12 with beginning and ending dates that do not necessarily coincide with ISP dates. Students are assigned a K12 certified teacher who will provide the syllabus and instruction. The courses are *not* self-paced independent study, and students must adhere to the K12 schedule in order to earn credit. *Full course descriptions are available on the K12 website.*

K12 Chinese I and II A-B

Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. There is a strong emphasis on providing context and conversational examples for the language concepts presented. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. In Part II, students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing.

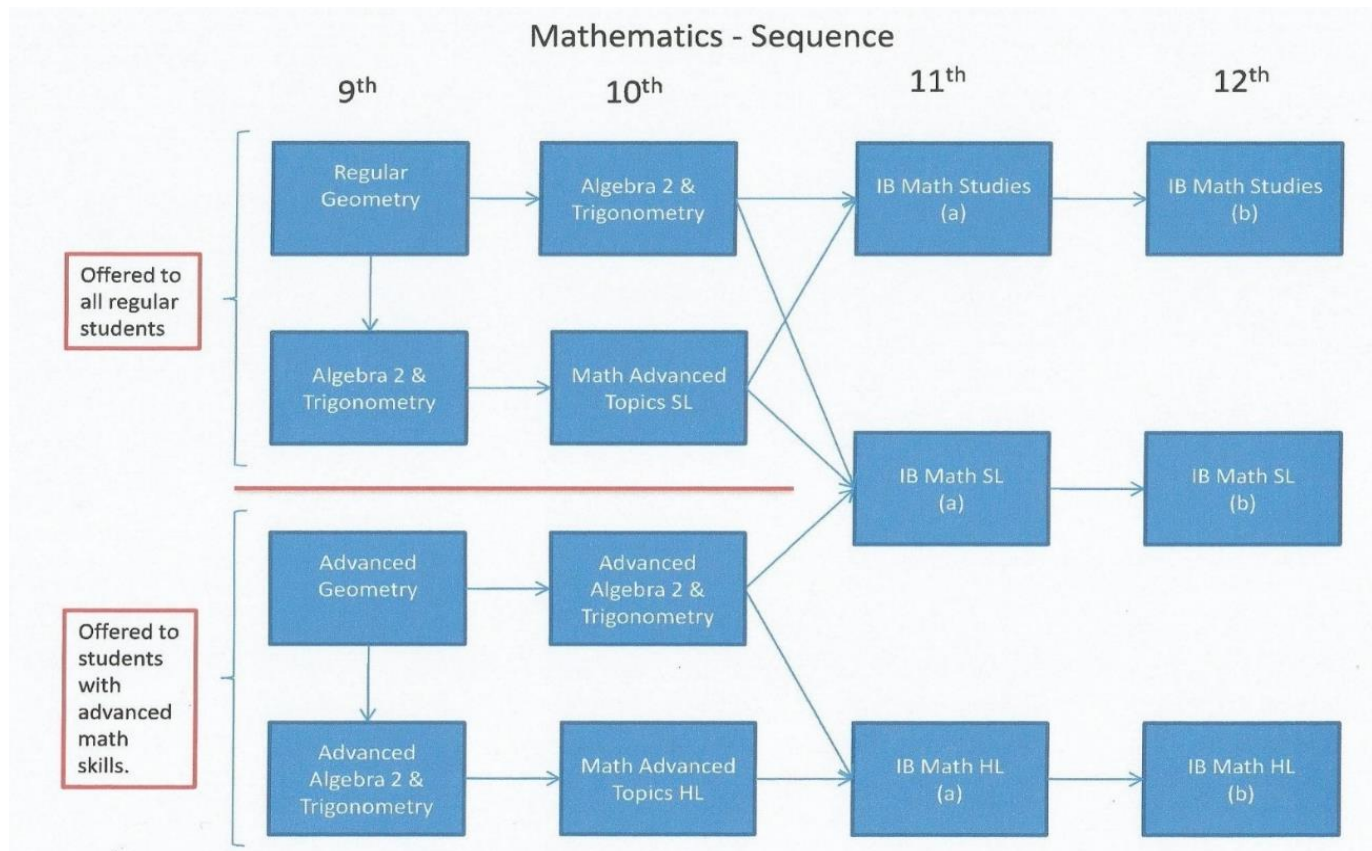
K12 German I – IV A-B

Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. In Parts II – IV, students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. They learn cultural information about numerous aspects of life (present and past) in German-speaking countries and learn vocabulary, grammar skills, and cultural competency to express themselves on a variety of topics in German.

K12 French II – IV A-B

Students continue their study of French by further expanding their knowledge of key vocabulary topics and grammar concepts and deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Throughout the courses, students experience the culture, people, geographical locations, and histories of the French-speaking world.

MATHEMATICS COURSES



Geometry / Advanced Geometry – 2302 / 2303

Grade Level: 9-10

Prerequisites: successful completion of Algebra 1

Year-long course, 1 credit.

The Geometry student needs prior experience and training in the basic concepts of Algebra: solving linear and quadratic equations and inequalities in one variable, operations with real numbers and their properties, solving systems of linear equations, operations with radicals, and operations involving laws of exponents. This one year course provides an introduction to deductive and inductive reasoning through the exploration of geometrical concepts. Geometry is an important tool in developing the ability to observe, think, and reason. The course proceeds from the basic concepts of Geometry, through construction of geometric figures, measuring and constructing solids, to advanced terminology such as transformation of figures, analyzing congruence and similarity of geometric figures, and application of algebraic skills to geometric topics. The Pythagorean Theorem and some basic trigonometric concepts are also introduced. In the Advanced Geometry course, additional topics are introduced. Students who have demonstrated the mathematical interest and ability needed to maintain the accelerated pace, and to grasp the challenging concepts, will be recommended by the current math teacher, and invited to enroll in this advanced class. Students interested in Advanced Geometry must have teacher recommendation and pass an entrance exam.

Algebra II and Trigonometry / Advanced Algebra II and Trigonometry – 2304 / 2305

Grade Level: 9 -11

Prerequisites: successful completion of Algebra I

Year-long course, 1 credit.

This one year course provides a review of basic skills learned in Algebra I and furthers student abilities to grasp more advanced Algebra concepts such as: Quadratic equations, higher degree polynomial equations, exponential and logarithmic equations and trigonometric equations. Furthermore, students will refine their skills of transforming word problems into mathematical equations and solving them through multiple approaches such as: graphing, trial and error, and use of technology or by algebraic means. Students interested in Advanced Algebra II must have teacher recommendation and must pass an entrance exam.

Math Advanced Topics (MAT) SL – 2310

Math Advanced Topics (MAT) HL – 2311

Grade Level: 10-12

Prerequisites: successful completion of Algebra 2 and Trigonometry for SL and Advanced Algebra 2 for HL

Year-long course, 1 credit.

MAT builds on and expands the skills acquired in Algebra 2 and Trigonometry. It is offered at two levels: standard level for students who plan on pursuing IB Mathematics at standard level and higher level for students pursuing IB Mathematics at higher level in grades 11 and 12. The SL course includes the study of Algebra, analytic geometry, Trigonometry, probability and elementary statistics. Students will be making connections among mathematical ideas and solving problems requiring multiple skills. The HL course is intense Algebra Topics (Polynomials, Binomial Expansion Theorem, Functions and their Graphs, Sequences and Series) and Trigonometry Topics (3-d shapes, algebraic manipulation of trigonometric formulas, circular functions and trig identities). Students should love do challenging problems and should not worry about failing at times to meet the challenge while they learn.

IB Math Studies SL – 2320 (Y1), 2321 (Y2)

Grade Level: 11-12

Prerequisites: Teacher Approval

Two-year course, 2 credits.

IB Math Studies SL, a two-year program, is designed to provide a mathematics course principally for students who struggle either with mathematics and/or work ethic. The basic skills needed to cope with the demands of a technological society are developed and emphasis is placed on the application of mathematics to real-life situations. A project comprised of personal research/experimentation is a requirement of this program. Students likely to need mathematics for the pursuit of further study in math, science, or computer fields are advised to consider IB Mathematics SL or HL depending on the rigor of their future pursuits. The IB Math Studies SL course covers numerous topics including: functions (mainly linear,

quadratic), computation (approximation and error), data analysis (measures of central tendencies, spread, two variable statistics and chi square tests), sets, logic and probability, business techniques (simple sequences and finance), geometry (volume and perimeter, coordinate) and Trigonometry (triangle measures in both 2-d and 3-d), Calculus (rudimentary differential techniques and applications).

IB Mathematics SL – 2330 (Y1), 2340 (Y2)

IB Mathematics HL – 2331 (Y1), 2341 (Y2)

Grade Level: 11-12

Prerequisites: successful completion of Math Advanced Topics 1 (SL) or Math Advanced Topics 2 (HL) or equivalent

Two-year course, 2 credits.

All students will follow the IB Mathematics HL or SL course which consists of Algebra: arithmetic and geometric sequences, logarithms, binomial theorem; Functions and Equations: graphs of functions, solving equations, applications of graphing; Circular Functions and Trigonometry: radian measure, Pythagorean and trigonometric identities, circular functions, trigonometric equations; Vectors: notation, scalar product, angle between vectors, vector equation of lines; Statistics and Probability: summary statistics, cumulative frequency, mutual exclusivity, Venn diagrams, conditional probability, binomial distribution, normal distribution, discrete probability; Calculus: limits, differentiation techniques, integration techniques, applications. HL students will also study additional topics in all the above areas and complete an additional area of study. All students need to complete an Internal Assessment project, which is worth 20% of the final IB grade and students from both courses sit one non-calculator paper and one calculator paper. HL students will be required to attend additional instructional time sessions as appropriate. Note: Any student who is unable or unwilling to do the work required of IB Mathematics HL or SL has a third IB option, IB Math Studies. This is a course that relies heavily on calculators and formula packets in the basics of the areas mentioned above. The course is really designed to reinforce Algebra 2 skills and extend them slightly into a very superficial calculus unit.

Math Lab – 2732-1 (Semester 1), 2732-2 (Semester 2)

Grade Level: 9-12

Prerequisites: None

Semester-long, 0 credits.

Math Lab is a structure/support class for any and all students who wish to have a math teacher available to answer questions on homework or give further explanations when confusions about mathematical topics arise from class lecture or the book. The course also provides a structured time for math work. Math Lab is open to all levels of mathematical ability and all high school grade levels.

SCIENCE COURSES

General Biology – 2400

Grade Level: 9-12

Prerequisite: None

Year-long course, 1 credit.

The course is an entry level course designed to provide students with a sound basic knowledge of biology whether or not they go on to study biology beyond this level. The intent is to help students develop positive attitudes and adequate investigative, experimental skills that are not only relevant to the study of biology, but that will also be useful in life beyond the classroom. The course promotes science, technology and modern genetics and their relevance to our daily lives. It also promotes caring and respect for all living things and the environment. The Biology course is a helpful tool to get students interested in the subject and prepared for the requirements of an advanced biology class. This course is required for students planning to take IB Biology and /or IB Environmental Systems. The curriculum of the Biology course includes topics as separate units. Emphasis is made on the study of Genetics, DNA, evolution and ecology.

IB Biology SL – 2410 (Y1), 2412 (Y2)**IB Biology HL – 2411(Y1), 2413 (Y2)****Grade Level: 11-12****Prerequisite: None (General Biology Strongly Recommended)****Two-year course, 2 credits**

The IB Biology is a pre-university two year course designed to provide students the opportunity to develop skills and knowledge in the field of biology as defined by the IB Organization. The approach to the teaching of the IB Biology course is experimental and this will be reflected throughout the course by means of a large number of laboratory and field investigations that students will perform throughout the two years. The course prepares students who are planning to continue in the field of the biological science at the university level, and those students taking the IB Diploma or certificates. The program includes four central themes. The first component will allow students to learn the importance of the relationship between structure and function in the understanding of living organisms. They will explore how living things function at various levels of complexity, from simple to complex multicellular organisms. The second component of the course will allow students to understand the nature of chemical elements as components of organic molecules and cells. This will be done by having students experiment in the laboratory and by using computer generated molecular models. The variety and complexity of organic molecules will also be examined. The third component helps students understand the mechanisms used to maintain equilibrium within systems. They will understand that checks and balances exist both within living organisms and ecosystems. Students will understand that a state of dynamic equilibrium is essential for life. The last component, evolution, is a unifying theme. It is intended to help students analyze how changes in the genetic information contained within organisms lead to adaptations of structure and function which can guarantee survival and the continuity of life. Both Higher Level and Standard Level students study one option. This include: neurobiology and behavior, biotechnology and bioinformatics, ecology and conservation, and human physiology. Additionally, HL students will have the opportunity to extend their knowledge in the fields of nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, and animal physiology.

General Chemistry – 2401**Grade Level: 10 - 12****Prerequisite: Algebra I****Year-long course, 1 credit.**

Students explore the fundamental principles of Chemistry which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. The course start by defining Chemistry and discussing the steps of a scientific investigation. Then a review of the mathematical operations necessary to work problems and experimental data in chemistry will follow. Next, the students will learn the properties of matter at the macro and microscopic levels, discussing the atom and periodicity. The second part of the course will start by a review of specific properties of the elements by group. Then, with the study of bonding, the students will be able to predict some properties of matter and to practice the language of chemistry (naming compounds, writing formulas, completing and balancing equations). To finish the course, the Avogadro's number and mole concepts will be discussed, to solve problems dealing with amount of matter, empirical and molecular formulas, concentration, Stoichiometry, limiting reactants, and percent yield. Required Skills: Students should be able to manipulate formulas algebraically, use scientific notation, produce and interpret graphs manually and using Microsoft Excel, access scholarly research using databases, and express scientific concepts clearly in written form.

IB Chemistry SL – 2420 (Y1), 2422 (Y2)**IB Chemistry HL – 2421 (Y1), 2423 (Y2)****Grade Level: 11-12****Prerequisite: None (General Chemistry Strongly Recommended)****Two-year course, 2 credits**

IB Chemistry will give students a broad and comprehensive experience in the experimental subject of Chemistry, a science based on the use of the scientific method to answer questions about the composition, structure and properties of all the things around them. Students will be required to explain chemical phenomena using precise language as well as quantitative descriptions. The course will also foster communication and cooperation amongst students in their scientific

quests to better prepare them to be the future members of the greater international scientific community. Key Topics include Quantitative Chemistry, Atomic Structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry, and Human Biochemistry. Required skills include basic algebraic manipulations, scientific notation, database research, generation of graphs in Microsoft Excel, independent planning and organization, basic laboratory safety skills.

General Physics – 2402

Grade Level: 10 - 12

Prerequisite: None

Year-long course, 1 credit.

Recommended as a prerequisite for the IB Physics course offered in the 11th/12th grades and introduces students to fundamental concepts and critical reasoning skills essential for success in IB Physics. In the first semester, students investigate **mechanics** -- motion, forces and conservation of momentum and energy laws. In the second semester, the focus is on **waves** and related phenomena -- sound, light and color and the physics of mirrors and lenses. If time permits students will also learn some basic aspects of electricity.

IB Physics SL – 2430 (Y1), 2432 (Y2)

IB Physics HL – 2431 (Y1), 2433 (Y2)

Grade Level: 11-12

Prerequisite: None (General Physics Strongly Recommended)

Two-year course, 2 credits.

An internationally recognized, highly rigorous two year pre-university course which allows students to experience physics at a depth equivalent to an undergraduate level course. Students are introduced to the laws of physics along with scientific methods and techniques which are needed for physics investigations. Student assessment is conducted both externally through written examination and internally by means of several required, as well as one self-designed, practical investigations. Such an investigation entails researching a scientific problem, writing an appropriate research question, collecting, processing and evaluating data both qualitatively and quantitatively, and drawing conclusions

IB Environmental Systems and Societies SL – 2440 (Y1), 2442 (Y2)

Grade Level: 11-12

Prerequisites: None (General Biology and Chemistry Strongly Recommended)

Two-year course, 2 credits

This is a trans-disciplinary course that bridges the experimental sciences and individuals and societies, and as such can be treated as either a Group 3, a Group 4, or both. The expectation of this course is to give students the tools to realize the strong connections between environmental systems and the societies that live in those systems. Students in ESS will be expected to participate in lectures, laboratory work, discussions, and case studies, as well as to spend the time outside of class that is necessary to absorb and understand the varied material.

SOCIAL SCIENCE COURSES

World History – 2200

Grade Level: 9

Prerequisite: None

Year-long course, 1 credit

9th Grade World History uses essential questions to bridge connections between world history and the world we inhabit today. Eight units of study span chronologically from Ancient Rome to the French Revolution and geographically from the Americas to Asia. Conceptual and skill-based learning is incorporated to prepare students for 10th Grade World History and Group 3 Courses in the IB Diploma.

Modern and Contemporary History – 2201

Grade Level: 10

Prerequisite: None

Year-long course, 1 credit

This course is a continuation of the 9th grade World History course, studying the period from the Industrial Revolution through the Fall of Communism. This is a preparatory course for any Group 3 IB Course, as we will integrate IB skills, command terms, assessments, and critical thinking into the course. The content of this course includes the Industrial Revolution, Global Imperialism, World War I, the Inter-war years (including the Great Depression), World War II, and the Cold War. Contemporary issues will also be explored throughout the course. This course emphasizes research, analysis, writing skills, critical thought, and evaluation.

IB History SL – 2210 (Y1), 2212 (Y2)

IB History HL – 2211 (Y1), 2213 (Y2)

Grade Level: 11-12

Prerequisites: None (World History and Modern & Contemporary History strongly recommended)

Two-year course, 2 credits.

IB History is an investigation-based course encouraging students to interpret historical events in order to deepen their understandings of their own lived experiences as well as historical and contemporary events. Students develop writing and research skills to prepare them for the social sciences at a university level.

Standard Level content focuses on practices, causes and effects of 20th century wars and the rise of totalitarian leaders during that period. Higher level students supplement this study with extended instructional time devoted to the History of the Americas from the late 19th to the mid-20th centuries.

IB Psychology SL – 2240 (Y1), 2242 (Y2)

IB Psychology HL – 2241 (Y1), 2243 (Y2)

Grade Level: 11 - 12

Prerequisite: None (General Biology and Grade 9 and 10 social sciences strongly recommended)

Two-year course, 2 credits.

The most salient goal of this course is to foster knowledge and awareness of, and respect for, the psychological diversity of human beings with reference to biological, cognitive and socio-cultural influences on behavior. They will also be able to explain how children and adults change over time using a wide range of theoretical areas, such as biological, social, and cognitive processes. Students will evaluate and critique psychological research. They will learn research design, research methods, major psychological approaches, and explore ethical issues related to psychological research and application. Students will undertake one major research project at the end of their 2nd year. Students enrolling at the Higher Level will additionally learn abnormal psychology and qualitative research. Abnormal psychology focuses on the study of unusual patterns of behavior, emotion and thought, which may or may not be understood as precipitating a mental disorder. Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior.

IB Global Politics SL – 2220 (Y1), 2222 (Y2)

IB Global Politics HL – 2221 (Y1), 2223 (Y2)

Grade Level: 11-12

Prerequisite: None (Grade 9 and 10 social sciences strongly recommended)

Two-year course, 2 credits.

The goal of Global Politics is to provide students with a framework for understanding the perspectives, behavior, and decision-making processes of state governments, international organizations, national and sub-national groups. There are 4 main units: International Relations 101, Human Rights, Development, and Peace & Conflict. Throughout the course, students will examine both the ideological and philosophical underpinnings of modern political science and also conduct case studies on the important political, economic, environmental and humanitarian issues confronting the global community in the early 21st century. Requirements for the course will include an internal assessment portfolio based on a UN Day activity or service project, and a cumulative IB exam. ISP was selected as one of 12 original schools in the world to pilot this course and students will benefit from the worldwide collaboration that is happening among those 12 schools.

Through debate, online discussions, written assessment, projects, and current events, students will gain an understanding of the major issues facing the world today. HL students have the additional requirement of producing 2 oral presentations on a current issue.

IB Economics SL – 2230 (Y1), 2232 (Y2)

IB Economics HL – 2231 (Y1), 2233 (Y2)

Grade Level: 11-12

Prerequisite: None (Grade 9 and 10 social sciences strongly recommended)

Two-year course, 2 credits.

IB Economics is designed for motivated students with strong skills in analysis, quantification, evaluation, and social science. This course focuses on the sociological, governmental, and behavioral aspects of what it means to make decisions. It is not a business course. The goal of the course is to provide students with an understanding of how individuals, organizations, societies and nations address the problem of infinite wants and finite resources. Students will develop an ability to evaluate economic theories, concepts, situations and data objectively. Students will be trained to think like an economist. The 4 units cover Microeconomics, Macroeconomics, International Economics, and Development. The IA is based on economic analysis of current events. HL students will be expected to complete an additional 90 hours covering the Theory of the Firm and other advanced topics such as the Phillips Curve, Marshall-Lerner Condition, as well as applying algebraic equations and calculations to economic information.

IB Environmental Systems and Societies SL – 2440 (Y1), 2442 (Y2)

Grade Level: 11-12

Prerequisites: None (General Biology and Chemistry strongly recommended)

Two-year course, 2 credits

This is a trans-disciplinary course that bridges the experimental sciences and individuals and societies, and as such can be treated as either a Group 3, a Group 4, or both. The expectation of this course is to give students the tools to realize the strong connections between environmental systems and the societies that live in those systems. Students in ESS will be expected to participate in lectures, laboratory work, discussions, and case studies, as well as to spend the time outside of class that is necessary to absorb and understand the varied material.

IB Business and Management SL – 2252 (Y1), 2254 (Y2)

IB Business and Management HL - 2253 (Y1), 2255 (Y2)

Grade Level: 11-12

Prerequisite: None

Two-year course, 2 credits.

An online course offered through Pomoja Education, this course is taught by Pomoja teachers according to a strict timeline and is *not* self-paced, independent study. Additional costs apply and are the responsibility of the parent. The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

Psychology of Human Relationships – 2245**Grade Level: 10 - 12 (Elective)****Prerequisite: None****Semester-long course, ½ credit.**

Human beings are fundamentally social creatures who depend on one another for their survival and well-being, both physical and psychological. Everyone is born with powerful needs for love, friendship and belonging; similarly, we fear and avoid rejection, loneliness and the disapproval of others. This elective focuses on human relationships (romantic, friendship, familial, or antagonistic). It examines a variety of relationship topics from a social psychological perspective including attraction, love- and mate selection; kinship, friendship and enemyship; jealousy, betrayal and forgiveness; communication, conflict and aggression, and the processes involved in relationship breakdown and repair.

Panamanian Civics (Cívica) – 2263**Grade Level: 10-12****Prerequisite: None****Semester-long course, ½ credit.**

This course is part of the Panamanian social studies, it is developed in a semester and is a prerequisite for obtaining the Panamanian diploma. It emphasizes the cultural education of students, promoting the practice of civic and moral values, to promote solidarity and harmonious coexistence in the family, the school and the community; the laws of human behavior laid down in the national Constitution and the family code; procedure for acquiring Panamanian nationality; the concept of Government and features of the Government of Panama, by comparing them with other systems of Government; political organization of the Panamanian State; analyze national political events and relating them with international cases; the practice of promoting patriotic love and respect for the different nationalities.

Modern Panamanian History (XX to XXI century) – 2261**Grade Level: 9-12****Prerequisite: None (Early Panamanian History recommended)****Semester-long course, ½ credit.**

This course is part of the Panamanian social studies and is a prerequisite for obtaining the Panamanian Diploma. The theme of the course focuses on the history and most relevant historical events being held since the beginning of the Republic up to the present, emphasizing the generational struggle for total sovereignty through the different decades. It is designed to let students know about the trajectory of the Panamanian people in the struggle for the achievement of full national sovereignty; let them understand the relationship between Panama and the United States of America since the beginning of the Republican era; know and analyze national political events and relating them with international cases; recognize that the geographic position of the isthmus, has been an important factor of influence on the historical evolution of Panama.

Panamanian Political Geography (Geografía Política de Panamá) – 2262**Grade Level: 9-12****Prerequisite: None****Semester-long course, ½ credit.**

The course of Politic Geography of Panama is a prerequisite for obtaining the Panamanian diploma. The content in this course includes initially understanding and familiarization of students with politic geography as science and its application to the geographical knowledge of Panama and the importance of its geographic position for the country, the region and the world. In a second part it will emphasize the characteristics of demographic development of the Panamanian population, its growth factors and the problems arising from the expansion, dispersal and migration of the population. It includes the determination of the regional and global position of Panama and its importance; Differentiate the physical and political features of the national territory, as well as their relationship with the development of the life in Panama; General aspects of the political & administrative organization of the Republic of Panama; the current political division of the Territory; problems that occur at the borders of the Republic of Panama; major coastal accidents of the isthmus of Panama; major rivers and watersheds of the national territory; importance of the rational use and conservation of natural resources; the historical importance of the canal and its watershed, highlighting its physical and environmental features, as well as its conservation and sustainability; role of the Authority of the Panama Canal in the administration, operation,

preservation and modernization of the Panama Canal; planning regions and importance in the regional development of the country; different human groups that compose the Panamanian population and its contributions to society; economic, social and cultural problems of expanding distribution and migratory movement of the Panamanian population.

Early Panamanian History (Historia de Panamá - año 5000 a.c. a 1903 d.c.) – 2260

Grade Level: 9-10

Prerequisite: None

Semester-long course, ½ credit.

The "Early Panamanian History" course is developed in a semester and covers the history of the Isthmus from the pre-Columbian period to the separation of Panama from Colombia in 1903. This course is a requirement for obtaining the Panamanian Diploma. This course of the history of Panama was designed so that students can become familiar with the evolutionary process of the historical development of Panama from the year 5,000 BC to the year 1903 AC before the beginning of the Republic, to better understand the reality of the nation present day, analyzing the origin of the first settlements on the isthmus; its social, political and cultural development during the pre-Columbian recognizing the contributions of these groups; continuing with the background, causes and consequences of the Spanish presence in America and the isthmus of Panama; the process of colonization of the isthmus and their influence on the political organization of the country; appreciate the thought of Bolivar and its historical significance; secessionist movements in the isthmus during the nineteenth century; causes and consequences of the thousand-day war; characteristics of historical figures of importance in the 19th century; and the importance of the geographical position of the isthmus of Panama, through the different historical periods.

VISUAL AND PERFORMING ARTS COURSES

VISUAL ARTS

IB Visual Art SL – 2510 (Y1), 2512 (Y2)

IB Visual Art HL – 2511 (Y1), 2513 (Y2)

Grade Level: 11-12

Prerequisite: None

Two-year course, 2 credits.

The IB Visual Arts course is a two year program of teacher guided independent study and artistic production. As part of the core syllabus students will be expected to understand visual arts in context, to explore a range of visual arts methods and to engage in curatorial practice.

Art Exploration – 2501

Grade Level: 9-12

Prerequisite: None

Semester-long course, ½ credit.

The art exploration course will introduce students to different media in the arts: drawing, painting, printmaking and ceramics. Novel students will be exposed to experimentation and basic skills through the guidance of various art professors, who will use stimulation and creativity as stimulus for student learning. It is an innovative course where risk taking and open mindedness are emphasized for the student's creative experience.

Sculpture – 2533

Grade Level: 9-12

Prerequisite: None

Semester-long course, ½ credit.

The Sculpture Elective is a one-semester non-leveled foundation course in the ideas and practices behind work in three-dimensional media. As part of the syllabus students will learn basic design theory, how to safely practice a range of 3D

techniques in a variety of materials, and understand the role and function of sculpture in history from prehistoric times to the present.

Drawing 1 – 2541

Grade Level: 9-12

Prerequisite: None

Semester-long course, ½ credit.

This foundational course is designed to develop an understanding of the basic pictorial concepts based on elements and principles of arts. The major area of concentration will be in drawing exercises from observation.

Drawing 2 – 2542

Grade Level: 9-12

Prerequisite: Drawing 1 or Studio Art

Semester-long course, ½ credit.

This advanced course allows students to explore and refine the concepts learned in Drawing I. Emphasis will be on personal style and inventive vision while continuing to develop drawing skills. It will introduce color as well as a variety of materials and methods.

Graphic Design 1 & 2 – 2630, 2631

Grade Level: 9-12

Prerequisite: None

Semester-long course, ½ credit.

This multi-level course will allow students to cover the theory and function of the major design software and basic digital design principles utilized in the visual arts. An introduction to elements of design, spatial relationships, typography and imagery as they apply to practical visual solutions for self-promotion, resumes, logo design, and sequential systems

Painting 1 – 2521

Grade Level: 9-12

Prerequisite: None

Semester-long course, ½ credit.

In this foundation course students will begin with a quick review of drawing skills to transition to different color media including mixed media, watercolor, acrylic, and water soluble oil paints. Technical vocabulary, discussion and critiques will be active components to the course.

Painting 2 - 2522

Grade Level: 9-12

Prerequisite: Painting I, Studio Art, or Painting Portfolio

Semester-long course, ½ credit.

The Painting II elective is a challenging in-depth course for the understanding and growth of painting skills for the more experienced student. The continued inquisitive learning of different supports, and specific technical prowess, problem solving techniques, and analysis are a must. Students will study different periods and styles of ground- breaking masters through analysis and research. Specialized vocabulary and self and peer criticism, are important components of this course.

Ceramics 1 – 2531

Grade Level: 9-12

Prerequisite: None

Semester-long course, ½ credit.

This one-semester non-leveled foundation course introduces basic pottery and ceramic sculpture techniques and skills to the student through a variety of projects. Students will study different ceramic traditions including Pre-Columbian, Asian, European and contemporary, in order to create their own works using a range of building, throwing, glazing and firing techniques.

Ceramics 2 – 2532**Grade Level: 9-12****Prerequisite: Ceramics I or equivalent****Semester-long course, ½ credit.**

This advanced one-semester course helps students further their skills in pottery and ceramic sculpture techniques through a variety of projects. Students will study different ceramic traditions including Pre-Columbian, Asian, European and contemporary, in order to create their own works using a range of building, throwing, glazing and firing techniques.

PERFORMING ARTS**Instrumental music – 2551****Grade Level: 9-12****Prerequisite: None****Semester-long course, ½ credit.**

Instrumental music study is intended to develop students' understanding and appreciation of music through a focus on practical skills and creative work. Students will have the opportunity to practice, study and perform music throughout the course while they build skills in the instruments of their choice.

Voice 1 – 2556**Grade Level: 9-12****Prerequisite: None****Semester-long course, ½ credit.**

Vocal music study is intended to develop students' understanding and appreciation of music through a focus on practical skills and creative work. Students will have the opportunity to express themselves vocally in a group as well as individually if they so choose, while learning techniques to increase their understanding and skills in vocal music.

Stage Craft and Set Construction – 2565**Grade Level: 9-12****Prerequisite: None****Semester-long course, ½ credit.**

This "shop" based class gives students the opportunity to safely work with power tools, wood, iron and welding to create sets and props for ISP theatre performances. Students will also learn basic lighting and sound design while working in the new ISP PAC.

IB Theatre SL – 2514 (Y1), 2516 (Y2)**IB Theatre HL – 2515 (Y1), 2517 (Y2)****Grade Level: 11-12****Prerequisite: None****Two-year course, 2 credits.**

IB theatre is a two year course that exposes students to different theatre practices from around the world, while enriching the students understanding of the craft of performance. This course allows students to work creatively in groups as well as solo performers, directors, and designers.

Drama - Acting and Improv – 2561**Grade Level: 9-12****Prerequisite: None****Semester-long course, ½ credit.**

This course is designed for those students who are interested in drama. Students will discover inner aptitudes and begin to learn about acting skills and drama history. This class aims to develop in students the skills necessary to increase their creativity and be able to perform and express their ideas in front of other people. During the first part of the class, students will pass through different games dynamics, which allow them to play and learn about simple tasks such as objectives, obstacles and strategies.

Film – 2572**Grade Level: 9-12****Prerequisite: None****Semester-long course, ½ credit.**

This course is designed to build knowledge in the art of film. Students will develop their interest in movies as well as understanding different aspects of film production, methods and techniques that are used in writing and directing short films. This class aims to develop in students, the skills necessary to achieve creative and critical independence in their knowledge, experience and enjoyment of film.

Yearbook – 2733**Grade Level: 10-12****Prerequisite: Graphic Design****Year-long course, 1 credit.**

Yearbook is an elective course that gives students marketable experience in print media publishing. In class, students compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. Students work on many clerical operations, make announcements, maintain signs, take photos, and write descriptions of the school wide activities. Out of class and after school, students will shoot digital photos of school activities. Students are responsible for the proper care and handling of our digital cameras. This course also examines legal and ethical issues of media law and copyright.

PHYSICAL EDUCATION COURSES**Physical Education 9 – 2721****Grade Level: 9****Prerequisite: None****Year-long course, 1 credit.**

This course provides ISP students with the opportunity to participate actively both individually and as collaborative team members, in a wide variety of physical activities that lead to the application of sport specific skills, strategies and sportsmanship. The challenge for the high school physical education student is to be able to continue to work in a team to solve problems, while also continuing to develop his/her own individual identity. They will continue to expand and refine their movement skills as well as learn to apply tactics and strategies necessary for actively participate in more complex game situations. The overall objective of the high school PE course is to provide students with an understanding of the importance of physical fitness and to set challenging personal fitness goals. The theoretical health component of the course section of the course will provide students with key factual information on a variety of health topics as well as the ability to critically analyze their personal health choices.

Physical Education 10-12 – 2722**Grade Level: 10****Prerequisite: None****Semester-long course, ½ credit.**

This course provides ISP students with the opportunity to participate actively both individually and as collaborative team members, in a wide variety of physical activities that lead to the application of sport specific skills, strategies and sportsmanship. The challenge for the high school physical education student is to be able to continue to work in a team to solve problems, while also continuing to develop his/her own individual identity. They will continue to expand and refine their movement skills as well as learn to apply tactics and strategies necessary for active participation in more complex game situations. The overall objective of the high school PE course is to provide students with an understanding of the importance of physical fitness and to set challenging personal fitness goals. The theoretical health component of the course section of the course will provide students with key factual information on a variety of health topics as well as the opportunity to critically analyze their personal health choices.

Girls Fitness – 2723**Grade Level: 10-12****Prerequisite: None****Semester-long course, ½ credit.**

This course focuses on the benefits of fitness and conditioning and is specifically designed for girls. This course is designed for students interested in training specifically for a sport or looking to improve their own personal fitness level. A wide variety of aerobic conditioning activities will be offered, including: aerobics, resistance training, running, aqua fitness, FIT training programs, and more. Students will investigate issues directly related to healthy body image and nutrition and will be given opportunities to practice healthy goal setting behaviors. The components of healthy stress management, mental health, and personal safety will also be addressed.

Course Description: Health and Wellness – 2720**Grade Level: 10-12****Prerequisite: Physical Education 9 or equivalent****Semester-long course, ½ credit.**

This course provides the ISP students with the opportunity to build on their experiences in Grade 9 and examine in more detail the following topics and their role in modern health and wellness programs as well as modern sports training programs. It serves an introduction for students interested in studying Sport Science at a higher level. This course provides the ISP students with the opportunity to build on their experiences in Grade 9 and examine in more detail the following topics and their role in modern health and wellness programs as well as modern sports training programs. It serves an introduction for students interested in studying Sport Science at a higher level. Topics include: Measurement and evaluation of human performance, Anatomy, Exercise physiology, Energy systems, Movement analysis, Skill in sport

TECHNOLOGY COURSES

To provide the opportunity to develop the logical thinking processes used in designing computer solutions to problems; to acquire basic computer programming skills to be able to create a working computer program; and to be a responsible, organized and effective communicator and collaborator in an Internet world.

Computer Studies (1 & 2) – 2601, 2602**Grade Level: 9-12****Prerequisites: Part 1 - None, Part 1 - successful completion of part A****Semester-long course, ½ credit.**

Computer Studies is problem solving course. This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. The students will learn how to use prominent office applications and web tools.

Computer Science (1 & 2) – 2611, 2612**Grade Level: 10-12****Prerequisites: Part 1 - None, Part 2 - successful completion of part A****Semester-long course, ½ credit.**

This course is geared towards those who are interested in pursuing the field of Computer Science, Engineering, or Math and introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as

their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

STUDENT SERVICES

Learning Support – 2700

Grade Level: 9-12

Prerequisite: Documented need and approval by Student Services

Variable length course, ½ credit per semester.

This course is designed for students with documented learning needs in an Individual Education Plan. Service includes high quality differentiated instruction, a variety of skills to include Self-advocacy, time management and career exploration and one on one support on content assignments. In order to empower students to become successful contributors to the global community.

English Support – 2701

Grade Level: 9-12

Prerequisite: Documented need and approval by Student Services

Variable length course, ½ credit per semester.

Students are assigned to English Support when it has been determined that English language proficiency is not yet at the level needed to succeed in the College Preparatory high school program at ISP. The instructor is a trained English as an Additional Language teacher/specialist. Class content includes a variety of reading, writing, speaking, and listening exercises to help the student rapidly gain skills when using English. Students will receive guided support to increase their understanding and successfully complete assignments and projects from their classes, as well as, academic study and organizational skills.